

Case: 5:16-cv-03018-SC Doc #: 24-2 Filed: 12/18/17 1 of 3 PageID #: 599
Powerpoint was sent by email at 3:16
not in time to enlarge. No materials enlarged.

MASSILLON INTERMEDIATE SCHOOL

TBT – AGENDA



MEETING INFORMATION

Date: March 18, 2014
Time: 3:40pm – 4:30pm
Location: Library
Next Meeting: 4/16/14

AGENDA ITEMS

PRESENTER

1	Common Core Cadre Presentation	MIS Cadre
2	2014-2015 schedule	Dan McGrath
3	Look at exemplars of 0,1,2,3,4 points	Staff
4	What are the trends in our students writing	Staff
5	Create an exemplar folder to view for examples	Staff
6	Scoring writing.... Norm scoring??	Staff
7	Goal setting worksheets for our MAP & OAA tests	Dan McGrath
8	Questions & Adjournment	Dan McGrath

OTHER NOTES OR INFORMATION

Please bring the following:

- Find 2 examples of each writing samples (ie. 2- 1 point, 2-2point, 2-3point)
- Bring 3 copies of each example so we can share
- Writing rubrics

Sign up for PARCC ACCT
parcconline.org
use school email

Another site: Smartbalance
(DLT Feb 2014 PARCC)
on share drive

Ohio's Quality Review Rubric for Lessons/Units: K-12 Mathematics

Grade: _____ Mathematics Lesson/Unit Title: _____

I. Alignment to the Depth of the CCSS <i>The lesson/unit aligns with the letter and spirit of the CCSS:</i>	Evidence of Alignment ** Non-negotiable content. If not present – the unit needs to be revised or removed.	II. Key Shifts in the CCSS <i>The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:</i>	Evidence of Shifts ** Non-negotiable content. If not present – the unit needs to be revised or removed.
<input type="checkbox"/> ** Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed. <input type="checkbox"/> ** Targets a set of grade level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning. <input type="checkbox"/> Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.		<input type="checkbox"/> ** Focus: Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting clusters have visible connections to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades. <input type="checkbox"/> Coherence: The content develops through reasoning about the new concepts on the basis of previous understandings and provides opportunities for students to transfer knowledge and skills within and across domains and learning progressions. <input type="checkbox"/> Rigor: Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following: - Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations. - Conceptual Understanding: Provides opportunities for students to demonstrate conceptual understanding through challenging problems, questions, and writing and speaking about their understanding. - Procedural Skills and Fluency: Expects, supports, and provides guidelines for procedural skills and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.	

III. Instructional Supports	Evidence of (IS)	IV. Assessment	Evidence of Assessment
<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <p><input type="checkbox"/> ** Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.</p> <p><input type="checkbox"/> ** Uses and encourages precise and accurate mathematics, academic language, terminology, and concrete or abstract representations (e.g. pictures, symbols, expressions, equations, graphics, models) in the discipline.</p> <p><input type="checkbox"/> Addresses instructional expectations and is easy to understand and use.</p> <p>Provides appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners.</p> <p><input type="checkbox"/> Supports diverse cultural and linguistic backgrounds, interests, and styles.</p> <p><input type="checkbox"/> Provides extra supports for students working below grade level.</p> <p><input type="checkbox"/> Provides extensions for students with high interest or working above grade level.</p> <p><i>A unit or longer lesson should:</i></p> <p><input type="checkbox"/> ** Engage students in productive struggle through relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit mathematical thinking.</p> <p><input type="checkbox"/> ** Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations, (including models) using a range of questions, checking for understanding, flexible grouping, pair-share, etc.</p> <p><input type="checkbox"/> Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.</p> <p><input type="checkbox"/> Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.</p> <p><input type="checkbox"/> Expect, support and provide guidance for procedural skill and fluency with core calculations and mathematical procedural skills and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.</p>	<p>** Non-negotiable content. <i>If not present – the unit needs to be revised or removed.</i></p>	<p>IV. Assessment</p> <p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <p><input type="checkbox"/> ** Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.</p> <p><input type="checkbox"/> Provides sufficient guidance for interpreting student performance.</p> <p><input type="checkbox"/> ** Assesses student proficiency using methods that are accessible and unbiased, including the use of grade level language in student prompts.</p> <p><i>A unit or longer lesson should:</i></p> <p><input type="checkbox"/> ** Include aligned rubrics, answer keys, and scoring guidelines.</p> <p><input type="checkbox"/> ** Use varied modes of curriculum embedded assessments that may include pre-, formative, summative and self-assessment measures</p>	<p>** Non-negotiable content. <i>If not present – the unit needs to be revised or removed.</i></p>

Ohio's Quality Review Rubric for Lessons/Units: K-12 English Language Arts

Grade: _____ Lesson/Unit Title: _____

I. Alignment to the Depth of Ohio's NLS	Evidence of Alignment	II. Key Shifts in Ohio's NLS	Evidence of Shifts
<p><i>The lesson/unit aligns with the letter and spirit of Ohio's New Learning Standards:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Targets a set of grade-level ONLS ELA/Literacy standards. ** <input type="checkbox"/> Includes a clear and explicit purpose for instruction. <input type="checkbox"/> Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). ** <input type="checkbox"/> Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. <input type="checkbox"/> (Grades 3-5) Builds students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. <input type="checkbox"/> Incorporation of Technology: Uses technology appropriately, strategically, and ethically in academic and real-world settings. ** 	<p>** Non-negotiable content. If not present -- the unit needs to be revised or removed.</p>	<p><i>The lesson/unit addresses key areas of focus in Ohio's New Learning Standards:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. ** <input type="checkbox"/> Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, illustrations, charts, diagrams, audio/video, and media). ** <input type="checkbox"/> Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). ** <input type="checkbox"/> Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. ** <input type="checkbox"/> Increasing Text Complexity: Focuses students on reading a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level. <input type="checkbox"/> Balance of Texts: Includes a balance of informational and literary texts as stipulated in the CCSS (p.5) and indicated by instructional time. <input type="checkbox"/> Building Disciplinary Knowledge: Provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. <input type="checkbox"/> Balance of Writing: Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p>** Non-negotiable content. If not present -- the unit needs to be revised or removed.</p>

Modified Quality Review Rubric developed from the Tri-State Collaborative (MA, NY, RI -- facilitated by Achieve)


 Ohio Department of Education

III. Instructional Supports	Evidence of (IS)	IV. Assessment	Evidence of Assessment
<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Cultivates student interest and engagement in reading, writing, and speaking about texts. ** <input type="checkbox"/> Addresses instructional expectations and is easy to understand and use. <input type="checkbox"/> Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. ** <input type="checkbox"/> Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. <input type="checkbox"/> Promotes responses grounded in evidence to demonstrate deeper understanding of the content. <input type="checkbox"/> Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. <input type="checkbox"/> Provides extensions and/or more advanced text for gifted students and students who read well above the grade level text band. <input type="checkbox"/> Includes a progression of learning where concepts and skills advance and deepen over time. <input type="checkbox"/> Gradually removes supports, requiring students to demonstrate their independent capacities. <input type="checkbox"/> Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection. <input type="checkbox"/> Integrates targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules, and all aspects of foundational reading for grades 3-5. <input type="checkbox"/> Includes independent reading based on student choice and interest to build stamina, confidence, and motivation; <input type="checkbox"/> Indicates how students are accountable for that reading. <input type="checkbox"/> Uses appropriate technology and media strategically to deepen learning and draw attention to evidence and texts as appropriate. ** 	<p>** Non-negotiable content. <i>If not present – the unit needs to be revised or removed.</i></p>	<p>IV. Assessment</p> <p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level Ohio's New Learning Standards with appropriately complex text(s). ** <input type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students. ** <input type="checkbox"/> Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. ** <input type="checkbox"/> Uses varied modes of assessment, including a range of diagnostic (e.g. pre-assessment), formative, summative, and self-assessment measures. 	<p>Evidence of Assessment</p> <p>** Non-negotiable content. <i>If not present – the unit needs to be revised or removed.</i></p>

Modified Quality Review Rubric developed from the Tri State Collaborative (MA, NY, RI – facilitated by Achieve)